

# Nebraska

## Comprehensive School Reform Program

Title I, Part F of No Child Left Behind

## School Application Packet

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## **Guidelines for Comprehensive School Reform Program Applications**

### **Purpose**

The purpose of the Federally funded Comprehensive School Reform (CSR) Program is to provide financial incentives for schools to adopt and implement comprehensive reform programs that have been shown to result in substantially improved student achievement. Programs must be based on models characterized by reliable research, effective practices, and an emphasis on basic academics and parental involvement. For a program to be considered comprehensive, eleven specific components in the legislation must be present and integrated into the school reform program. The program is intended to utilize external expertise to integrate existing improvement efforts and complement Title I and other State and Federal programs that enable all children to meet challenging State content standards.

### **Who may apply?**

CSR program grants are competitive and any public district may apply for funds to support schools in need of improvement. The legislation recommends that the selection criteria rank schools by both the need for reform and the level of quality of the proposed reform program with a greater emphasis placed on the need for reform. If multiple schools within the same district are applying for CSR program funds, each school must submit a separate application. An application may be submitted by a consortia of small schools. See guidance from the U. S. Department of Education (August, 2002) for more information (Appendix D).

### **Comprehensive School Reform Demonstration Grants**

CSR grants will help schools initiate and implement comprehensive school reforms incorporating the CSR critical elements listed below. The elements establish, among other things, that each participating school must base its design on a reform plan that:

- employs effective strategies and methods grounded in reliable research and practice that improve teaching and learning for all students,
- aligns reform with the school and district's needs assessment,
- aligns resources (Federal, state, and local) to support schoolwide reform, and
- utilizes high-quality external technical assistance and assistance from entities with experience and expertise in schoolwide reform and improvement.

A school may adopt, as part of its comprehensive reform program, a commercial or already developed model or a locally developed model. All models must employ strategies and proven methods to improve teaching and learning, based on reliable research and effective practices and that have been replicated successfully. A school is expected to show how it will integrate, in a coherent manner, all of the following eleven reform criteria as specified in the legislation. Proposals not addressing all eleven components will be considered to be incomplete.

- 1) **Proven methods and strategies based on scientifically based research:** A comprehensive school reform program employs innovative strategies and proven methods for student learning, teacher learning, and organizational learning (or change) that are based on reliable research and effective practices, and have been replicated successfully in schools with diverse characteristics.

- 2) **Comprehensive design with aligned components:** The program has a comprehensive design for effective school functioning, including instruction, assessment, classroom management, professional development, parental involvement, and school management, that aligns the school's curriculum, technology, and professional development into a schoolwide reform plan designed to enable all students -- including children from low-income families, children with limited English proficiency, and children with disabilities -- to meet challenging State content and performance standards and addresses needs identified through a school needs assessment.
- 3) **Professional development:** The program provides high-quality and continuous teacher and staff professional development and training. The professional development involves proven, innovative strategies that are both cost effective and easily accessible and ensures that teachers are able to use State assessments and academic content standards to improve instructional practice and student academic achievement.
- 4) **Measurable goals and benchmarks:** A comprehensive school reform program has measurable goals for student performance tied to challenging content and student performance standards and benchmarked for meeting the goals.
- 5) **Support within the school:** The program is supported by school faculty, administrators and other staff. They demonstrate this support by, among other activities, understanding and embracing the school's comprehensive improvement program, focusing on continuous improvement of classroom instruction, and participating in professional development.
- 6) **Support for teachers and principals:** A comprehensive program provides support for teachers, principals, administrators, and other school staff by creating shared leadership and a broad base of responsibility for reform efforts.
- 7) **Parental and community involvement:** The program provides for the meaningful involvement of parents and local community in planning and implementing school improvement activities.
- 8) **External technical support and assistance:** A comprehensive reform program utilizes high-quality external support and assistance from a comprehensive school reform entity (which may be a university) with experience or expertise in schoolwide reform and improvement.
- 9) **Annual Evaluation:** The program includes a plan for the evaluation of the implementation of school reforms and the student results achieved.
- 10) **Coordination of resources:** The program identifies how other resources (Federal, State, local and private) available to the school will be utilized to coordinate services to support and sustain the school reform.
- 11) **Strategies that improve academic achievement:** The program must meet one of the following requirements:
  - The program has been found, through scientifically based research, to significantly improve the academic achievement of participating students; or
  - The program has been found to have strong evidence that it will significantly improve the academic achievement of participating children.

Nebraska's application and review process (Appendices A and B) are designed to support the eleven CSR requirements and existing school improvement efforts for high-quality, well-defined, and well-documented school reform programs through incorporating:

- A description of how the selected or locally designed model supports the school's or district's vision, mission and goals for student learning and is based on needs identified through the school's needs assessment.
- A description of an analysis of the current situation identifying the existing efforts at improving student, teacher (staff development), and organizational learning. The CSR project should build on or existing activities and efforts and, where possible, unify existing plans with the end result of one 'master' plan that incorporates all other plans.
- A description of how improvement efforts at the school level support or are connected to district level efforts, if multiple schools exist in the district.
- A description of steps the district will take to ensure equitable access to its Federally assisted program for students, teachers, and other program beneficiaries with special needs.
- Documentation or evidence of a commitment by 80% of the school staff for the proposed application and model must be submitted with the application.
- A letter of commitment from the model designer and/or other technical assistance provider (may include ESU, university, or district support) which provides evidence of support and willingness to provide technical assistance must be included with the application.
- Evidence of district support for the school's proposal (i.e., assistance with evaluation and assessment of the CSR project, release time for staff to work together on the CSR program, coordination of professional development, assistance with outreach to parents and community, etc.).

### **Selecting a Model**

The guidance from the U. S. Department of Education states that CSR funds are to be used for initiating new school reform programs. A comprehensive school reform program must employ innovative models, strategies, and proven methods to improve teaching and learning that are based on reliable research and effective practices and that have been replicated successfully. A clear definition of what constitutes reliable evidence of effectiveness is critical to the successful selection and implementation of research-based school reform models. Whether selecting a model or locally designing a reform program, the following guidance must be addressed. Research-based models can provide evidence along four dimensions:

- 1) The theoretical or research foundation for the program: A theory or research findings explain why a comprehensive model and the practices included in the model work together to produce gains in student performance.
- 2) Evaluation-based evidence of improvements in student achievement: Evidence of educationally significant improvement is shown through reliable measures of student achievement in major subject areas before and after model implementation.

- 3) Evidence of effective implementation: Implementation is a description of what it takes to make the model fully operational in schools; and
- 4) Evidence of replicability: Replicability means that the model has been successfully implemented in more than one school.

The U. S. Department of Education's Guidance provides a "Continuum of Evidence of Effectiveness" that can be used to evaluate a model along these four dimensions.

### **Grant Awards**

CSR grants will be awarded for a three-year period provided that Congress continues appropriations for the program. Each school selected for funding will receive a \$50,000 minimum annual award for the three-year period. Title I, Part F funds awarded to a district may be used only in schools eligible to participate under Title I, Part A. Funds for the Improvement of Education awards may be used for CSR programs in any public school. The CSR funds may be used for the startup costs for the particular comprehensive reform model selected or developed by a participating school which may include materials, staff development and personnel. In addition to the \$50,000 minimum annual per-school allocation, a proposal may include funds to support reasonable and necessary costs for administration, technical assistance, and evaluation activities. There is a limitation of 5% for administration costs and \$2,500 for evaluation costs. The 5% limitation for administrative costs includes both direct administrative costs and, if the district chooses, the approved indirect cost rate. While administrative costs are allowed, there are some restrictions. Superintendents cannot be paid with CSR funds. Principals, central office staff and program directors could be funded with CSR funds if all the following applies:

- a separate contract that is in addition to the current contract
- the time must be outside the current contract's time.

Example: a principal on a 10 month contract could be paid for two weeks to administer a summer training session that occurs outside the months of his/her regular contract.

CSR funds are supplemental to Federal, State and local funds. This means CSR funds cannot be used to provide any service (instruction) required by Federal, State or local laws. (i.e., Special Education, ESL, basic instruction and services, etc.). Federal, state and local funds allocated to the school cannot be decreased because of CSR funds.

CSR funds are available for a period of 27 months from the date of the USDE grant to the state. The funds are called "current" during the first 14 months (from July 1 to August 31 of the following year) and "carryover" for the remaining 13 months. Some projects may be funded with "carryover" funds that are available for only 13 months. The Grant Award Notification (GAN) sent to the district after a project has been approved indicates if the grant is current or carryover and the dates of availability.

If Congress continues to appropriate funds for CSR, an annual progress report will be required for each project to qualify for the next round of funding. An entire new application will not be required although amendments may be submitted if there are substantial changes from the original approved proposal. A new budget will be required for continuation funding. Payments of CSR funds will be 50% of the approved amount (or, if justified in writing, up to 90% of the approved amount) upon receipt of the annual budget page. The remaining funds will be paid at the end of the fiscal year or when all expenditures are reported.

### **Application Submission Process**

Grant applications must be submitted by the district for each school completing an application. If multiple schools in a district are applying for CSR Program funds, a separate application must be submitted for each school. Submit copies to: Comprehensive School Reform Demonstration Program, Federal

Programs, Nebraska Department of Education, 301 Centennial Mall South, Lincoln, NE 68509. Faxed copies will be allowed provided a hard copy is also submitted. See due dates below.

### **Required Application Components**

A complete application includes **all** of the following:

- Cover page
- Part I - School Information (first two pages)
- A one page description (abstract) of the project
- Part II - Narrative responses to the nine questions
- Part III - Documentation of Support
- Part IV - Budget information

To assist schools in preparing a CSR application, the questions in Part II have the key points or indicators printed in italics and bold print. These key indicators are used also in the Rating Scale and Scoring Rubric, which should be referenced when preparing the narrative responses.

### **Selection Process**

Only applications that propose to use CSR funds to integrate and coordinate existing improvement efforts in a truly comprehensive (covering student, teacher, and organizational learning) model will be considered complete. An initial review by the NDE staff will determine if proposals contain the required components and are complete. An external expert panel will review and rate the responses to questions in Part II and Part IV of all complete applications using the rubric provided with the application. In addition, the reviewers will rate the overall comprehensiveness of the proposal using the rubric in Attachment C. A proposal must have a rating of at least 70% of the total available points on the comprehensiveness rubric to be considered for approval.

### **Determination of Need**

Under No Child Left Behind, the U. S. Department of Education has added the following required priorities for schools or consortia:

- 1) Schools identified as being in need of improvement or corrective action under section 1116© of the ESEA; *and*
- 2) Districts that demonstrate a commitment to assist these schools with budget allocation, professional development, and other strategies necessary to ensure that the comprehensive school reforms are properly implemented and sustained, such as providing assistance with school needs assessments and planning processes, decentralized decision making, or the reallocation of financial or other resources.

Additional points are added during the Department review as noted below:

All funds:

- Proposals that have a concentrated focus on supporting the academic achievement of children for whom English is a Second Language or who are Native American. (10 points)
- Schools that have a high percentage (35% or more) of minority or high-risk students. (10 points).
- Schools with a percentage of poverty equal to or greater than 50%. (10 points)

FIE (Fund for Innovation in Education):

- Plans that propose to use FIE funds to support CSR models or locally developed models in any school (elementary, middle, junior or senior high) with:

- high dropout rates or
- STARS assessment student performance ratings of Unacceptable or Acceptable, Needs Improvement or
- Federal Accountability (AYP) data that indicates need. (10 points)

If reviewers have given equal ratings to several projects, consideration will be given to awarding CSR funds to schools in different parts of the state, including rural and urban areas, and to a mix of elementary, middle and high schools. However, only high-quality applications that meet the review criteria will be considered for funding. The rubric that will be used by the review team to score the applications is included in Appendix B of this guidance.

### **Annual Assessment**

In order to receive continuation funding (if available), each CSR project must complete an annual report on the progress of improving student achievement and implementing the reform program. Multiple measures will be used:

- a) STARS Assessment data and Federal Accountability (AYP) data
- b) A report on progress of meeting the timelines for implementation.
- c) The model developer's assessment of progress, if any.
- d) The rubric - Evaluating the Progress of Implementation.

The state level evaluation will use data from the annual progress reports to: monitor progress of CSR throughout the state, identify sites with outstanding performance who can serve as models, identify sites where additional technical assistance may be needed, facilitate networking between CSR sites, and share information on successful comprehensive reform practices and efforts. In addition, all CSR projects will participate in the U. S. Department of Education's sponsored studies.

### **Technical Assistance**

Technical assistance to schools interested in the application process for CSR funds that will be provided include:

- Assistance through a workshop to develop applications,
- Identification of available resources and sources of information provided by the Department and the U. S. Department of Education, and
- Assistance from McREL and the Region VII Comprehensive Center.

# Appendix A

## Application Form

Return to: David Ankenman  
Nebraska Department of Education  
301 Centennial Mall South - P. O. Box 94987  
Lincoln, NE 68509

## Comprehensive School Reform Program Application

### District Information

District: Name: \_\_\_\_\_ County/District Number: \_\_\_\_\_

Address: \_\_\_\_\_

City, State, Zip: \_\_\_\_\_

Superintendent: \_\_\_\_\_

### Assurances

The applicant assures the Nebraska Department of Education that it shall:

1. Receive and expend the funds in a manner consistent with all applicable State and Federal statutes and with the intent of the approved CSR application.
2. Use CSR funds only to supplement and not supplant Federal, State, and Local funds a school would otherwise receive.
3. Keep records related to the CSR program for three years after the conclusion of the grant and provide such information as may be necessary for fiscal and program auditing and for program evaluation, and provide the Nebraska Department of Education any information it may need to carry out its responsibilities under the program.
4. Adhere to the requirements of the applicable Federal statutes and regulations, the state rules governing the program, and all other applicable statutes, including Section 14306 of the ESEA; EDGAR Part 76, Part 77, Part 80, Part 82 and Part 85; Certifications Regarding Lobbying, Debarment, Suspension and Other Responsibility Matters; and Gun-Free Schools Certification.

The board authorized representative fully understands the assurances and the responsibility for compliance placed upon the applicant by the assurances. The applicant will refund directly to the Department of Education the amount of any funds made available to the applicant which may be determined by the Department or an auditor representing the Department to have been misspent or otherwise misapplied.

Typed Name and Title of Authorized Representative

\_\_\_\_\_

Signature

Date

**Part I. School Information (Provide this information for each school applying for funds.)**

Name of School: \_\_\_\_\_

Name of Contact Person: \_\_\_\_\_

Phone number and email address: \_\_\_\_\_

**Total CSR funds requested for this proposal:** \_\_\_\_\_

**School Demographics:**

Grade levels: \_\_\_\_\_ Enrollment: \_\_\_\_\_

Poverty rate (percentage of resident children eligible for free and reduced lunches) \_\_\_\_\_

Minority or high-risk population percentage \_\_\_\_\_

Describe:

**Title I Schools:**

Title I Eligible? Yes \_\_\_\_\_ No \_\_\_\_\_

Participating in Title I? Yes \_\_\_\_\_ No \_\_\_\_\_

Schoolwide project? Yes \_\_\_\_\_ No \_\_\_\_\_

Currently identified as being in need of improvement by Title I? Yes \_\_\_\_\_ No \_\_\_\_\_

**Non-Title I Schools:**

Attach the determination of need for school reform - see page 7 of the Guidelines.

**Abstract**

Attach a description of the proposed CSR program and how this proposed project integrates all eleven required components as listed on page 2 and 3 of this guidance. Address each of the eleven required components specifically (highlight components in **bold print**). **LIMIT ABSTRACT TO ONE PAGE** (single spacing allowed). **Failure to address all eleven components is an incomplete application and will not be submitted to the expert panel for review.** (20 points)

## Part II. Description of the Comprehensive School Reform Demonstration Program

A. Describe the comprehensive school reform model (s) that the school will implement by addressing each of the following. **Key indicators for scoring are italicized and in bold print.**

- (24 points) (1) List the mission, vision, and goals for student learning of the school based on the needs identified through the existing school improvement process or needs assessment. Demonstrate how the CSR model to be adopted ***matches, integrates*** with and ***supports*** these improvement initiatives and activities and builds on identified needs.
- (12 points) (2) Explain how the school reform model is based on reliable research that meets the identified needs of the school. Include a description of its: ***a) theoretical or research foundation, b) evaluation-based evidence of improvement in student achievement, c) evidence of effective implementation and d) evidence of replicability.***
- (9 points) (3) Describe how the school's adoption of this model will help to integrate and employ ***innovative strategies and proven methods*** for student learning, teaching and school management that are based on reliable research and effective practices and have been implemented and replicated successfully in schools with characteristics similar to the school adopting the model.
- (12 points) (4) Explain how your school's adoption of this model will
- a) ***incorporate a comprehensive design*** for effective school functioning, including instruction, assessment, classroom management, and professional development, and
  - b) ***align the school's curriculum, technology, and professional development*** into a schoolwide reform plan designed to enable all students to meet challenging State or local content and performance standards.
- (15 points) (5) Describe how your school's adoption of this model will
- align with the professional development needs*** identified through the school's improvement process and ***provide high-quality and on-going results-based professional development*** that will result in continuous improvement of the skills necessary to successfully implement the model.
- include a plan to measure anticipated ***changes in teacher effectiveness*** and a timeline and description of the professional development program.
- (12 points) (6) Describe the ***measurable goals and benchmarks*** for student performance based on the Title I Transitional Assessment Plan. Include a description of additional assessments and indicators of student performance relevant to the model or in use in the school's assessment system.
- Describe how the ***progress of implementing*** the CSR model will be evaluated.

- (6 points) (7) Explain how the school's adoption of this model provides for the ***meaningful involvement of parents and the local community*** in planning and implementing school improvement for the effective implementation of this proposal.
- (6 points) (8) Describe the school's plan to ***utilize high-quality external support and assistance*** from a comprehensive school reform entity (which may be a university or ESU) with experience or expertise in schoolwide reform and improvement for the effective implementation of this proposal.
- (6 points) (9) Describe how the proposed model for school reform will be implemented. Provide a ***timeline of activities and benchmarks*** for denoting progress of implementation.

**Part III. Documentation of Support (NOTE: An application is incomplete without these 4 pieces of documentation.)**

- 1) Written documentation must be provided which indicates at least 80% of the school staff support the adoption of the model.
- 2) A letter of commitment must be included from the model developer and/or technical assistance provider. If using a locally developed model, provide a letter of support from the district, ESU, or university. The letter must indicate specific commitment to work with this school. A copy of a contract is appropriate.
- 3) Describe the district support to be provided to this comprehensive reform project (i.e., release time for staff, coordination of professional development, assistance with outreach to parents and community, etc.)
- 4) Describe the district's policy and the steps the school will take to ensure equitable access to its Federally assisted programs for students, teachers, and other program beneficiaries with special needs as required under Section 427 of the General Education Provisions Act. (See Appendix E)

**Part IV. Budget Information (35 points possible)**

- 1) Provide a narrative that includes the cost of full implementation for Year One and the amount of grant funds being requested with a clear delineation of how the funds will be used. In addition to the \$50,000 minimum CSR budget, a proposal may include funds to support reasonable and necessary costs for administration, technical assistance, and evaluation activities. There is a limitation of \$2,500 for administrative costs and \$2,500 for evaluation costs. **Provide a breakout by object code and an explanation of how CSR funds would be used.**  
(10 points possible)
- 2) List the amount and source of Federal, state, local and private funds (may include Titles I, II, IV and VI, Goals 2000, Technology, IDEA, Excellence in Education) that will be redirected and/or used to support the comprehensive school reform effort. (15 points possible)
- 3) Explain how this effort will be sustained when the CSR Program funds are no longer available. This could include describing reallocation of resources or other plans, i.e., the school will become a schoolwide. (10 points possible)

# Appendix B

## Rating Form and Scoring Rubric

**Nebraska Department of Education  
Comprehensive School Reform Program  
Application Review Panel**

**Rating Form and Scoring Rubrics**

School District Name: \_\_\_\_\_ Co/Dist number: \_\_\_\_\_

School Name: \_\_\_\_\_ Reader's Code: \_\_\_\_\_

Applying for CSR funds under: FIE (only) \_\_\_\_\_; Title I, Part F \_\_\_\_\_; Either \_\_\_\_\_

**Part I. Priority**

POINTS AWARDED \_\_\_\_\_

(40 points possible for priority determination of need PLUS  
20 points possible for Abstract - awarded by NDE)

**Part II. Description of the Comprehensive School Reform Program**

POINTS AWARDED \_\_\_\_\_

(102 points possible - awarded by review panel)

**Part III. Documentation of Support**

(All four pieces of documentation must be submitted for a complete application. - Reviewed by NDE)

**Part IV. Budget Information**

POINTS AWARDED \_\_\_\_\_

(35 points possible - awarded by review panel)

TOTAL POINTS FOR APPLICATION: \_\_\_\_\_

COMPREHENSIVENESS RUBRIC: \_\_\_\_\_

**For the Applicant:**

Each question contained in Part II of the application is included on the *Rating Form and Scoring Rubrics*. Following each question is the scoring rubric (continuum or guide) to be used by the Application Review Panel rating each question. Using the rubric as a guide, the Application Review Panel will determine whether the response is most rigorous, somewhat rigorous or marginal. Based on the response, points will be awarded.

In addition to receiving points for each question, up to ten (10) priority points will be given to those applications that meet the funding priorities. The Nebraska Department of Education will complete this portion of the scoring process.

**For the Application Review Panel:**

To use the rubric, read the question and then the highest level on the rubric. On this 3-level rubric, level 3 indicates the most rigorous or ideal criteria that should be contained in each applicant's response. After reading the ideal level, read the applicant's response to that question. If the response does not contain all the criteria found in the highest level, then compare the response to the next level. Continue this process until the appropriate level has been determined. After determining the appropriate level, consider the range of possible points and award points.

Be sure to write comments to support the points awarded especially when not rated at the highest level. The written comments can be very meaningful and helpful to the applicant. The *Rating Form and Scoring Rubric* completed by the Review Panel will be available to each applicant.

After reviewing and rating each question, total the points you have awarded and place that number on the front page of this form for each part of the application.

**NDE Awarded Points:****Part I. Priority**

- \_\_\_\_\_ (10 points) Identified as being in need of improvement by Title I (verify with Title I office).
- \_\_\_\_\_ (10 points) School poverty percentage is greater than 50%.
- \_\_\_\_\_ (10 points) School enrollment is 33% or more of high risk or minority students.
- \_\_\_\_\_ (10 points) Proposal specifically addresses the needs of Native Americans or ESL/LEP students.

**Non-Title Schools**

- \_\_\_\_\_ (10 points) Achievement data are desegregated and indicates low performance on drop-out rates, STARS student performance data or Federal Accountability (AYP) data.

**Abstract - Integration of CSR Required Components (20 points possible - awarded by NDE)**

(Failure to address all eleven components is an incomplete application and will not be submitted for further review.)

- \_\_\_\_\_ (10 points) All eleven components are addressed but the description of how the components are integrated is weak or vaguely presented.
- \_\_\_\_\_ (20 points) The description shows strong evidence of thorough planning and understanding of the comprehensive school reform being proposed through integration of the eleven components.

## Part II. Description of the Comprehensive School Reform Program

1) List the mission, vision, and goals for student learning of the school based on the needs identified through the existing school improvement process or needs assessment. Demonstrate how the CSR model to be adopted <i>matches, integrates</i> with and <i>supports</i> the initiatives and activities and builds on identified needs.		
<b>Marginal (1-8 points)</b>	<b>Somewhat Rigorous (9-16 pts)</b>	<b>Most Rigorous (17-24 pts)</b>
<ul style="list-style-type: none"> <li>It is difficult to see the match between the vision, mission, and goals of the school and the proposed model.</li> <li>The narrative does not provide evidence of an analysis of the existing improvement efforts to determine how the model would integrate or support them.</li> <li>The model supports student learning but not necessarily the identified goals for this school.</li> <li>The narrative does not explain how the model will integrate or connect with existing improvement efforts. It appears to stand alone as an activity.</li> </ul>	<ul style="list-style-type: none"> <li>There is somewhat of a match between the vision, mission, and goals of the school and the proposed model.</li> <li>The model addresses some of the needs of the school as identified through an analysis of existing improvement efforts.</li> <li>The model somewhat supports the school's goals for improving student learning.</li> <li>The model connects to some of the existing improvement initiatives and activities.</li> </ul>	<ul style="list-style-type: none"> <li>The narrative demonstrates a match between the listed vision, mission and goals of the school and the proposed model.</li> <li>The model addresses the needs of the school as identified through an analysis of existing improvement efforts.</li> <li>The model strongly supports the school's goals for improving student learning.</li> <li>The model "fills in gaps" or provides connections between existing improvement efforts aimed at improving student achievement to integrate activities into a truly comprehensive schoolwide effort.</li> </ul>
<b>Comments:</b>		<b>Points:</b>

2) Explain how the school reform model is based on reliable research that meets the identified needs of the school. Include a description of its: <i>a) theoretical or research foundation, b) evaluation-based evidence of improvement in student achievement, c) evidence of effective implementation and d) evidence of replicability.</i>		
<b>Marginal (1-4 pts)</b>	<b>Somewhat Rigorous (5-8 pts)</b>	<b>Most Rigorous (9-12 pts)</b>
<ul style="list-style-type: none"> <li>The model does not explain the theory behind its design.</li> <li>Student achievement gains have been shown for a single school</li> <li>Other indicators, such as attendance, graduation rates, have shown some improvement.</li> <li>Other indicators show improved student performance with an evaluation conducted by the model developer.</li> </ul>	<ul style="list-style-type: none"> <li>The model states the theory behind its design, explaining how the model's components reinforce one another to improve student achievement.</li> <li>Student achievement gains have been shown using between or within school comparisons.</li> <li>Student achievement gains relative to district means have been made.</li> <li>The student achievement gains have been sustained for more than one year with an evaluation conducted by a State, district, or local team.</li> </ul>	<ul style="list-style-type: none"> <li>The model explains the theory behind its design; including references to the literature on why the model improves student learning.</li> <li>Student achievement gains have shown using experimental and control groups.</li> <li>Considering pre and post interventions, significant gains have been made on student achievement using reliable and appropriate assessments.</li> <li>The student achievement gains have been sustained for more than three years and have been confirmed through an independent, third-party evaluator.</li> </ul>
<b>Comments:</b>		<b>Points:</b>

3) Describe how the school's adoption of this model will help to integrate and employ <i>innovative strategies and proven methods</i> for student learning, teaching and school management that are based on reliable research and effective practices and have been fully implemented and replicated successfully in schools with characteristics similar to the school adopting the model.		
<b>Marginal (1-3 pts)</b>	<b>Somewhat Rigorous (4-6 pts)</b>	<b>Most Rigorous (7-9 pts)</b>
<ul style="list-style-type: none"> <li>The description does not indicate how this model will integrate and employ both innovative strategies and proven methods for student learning, teaching and school management.</li> <li>The model has not been fully implemented for more than one year in other than the original pilot site.</li> <li>Information on grade levels, size, and student demographics and student achievement gains is available for the pilot site.</li> </ul>	<ul style="list-style-type: none"> <li>The description is not specific as to how this model will integrate and employ innovative strategies and proven methods for student learning, teaching and school management.</li> <li>The model has not been fully or successfully implemented in more than one school with similar characteristics for more than three years.</li> <li>Results data indicates student achievement gains.</li> </ul>	<ul style="list-style-type: none"> <li>The description is specific as to how the model integrates and employs innovative strategies and proven methods for student learning, teaching and school management.</li> <li>The model has been fully implemented for more than three years in multiple sites having similar characteristics.</li> <li>Results data indicates significant student achievement gains.</li> </ul>
<b>Comments:</b>		<b>Points:</b>

<p>4) Explain how your school's adoption of this model will</p> <p>a) <b><i>incorporate a comprehensive design</i></b> for effective school functioning, including instruction, assessment, classroom management, and ongoing professional development.</p> <p>b) <b><i>align the school's curriculum, technology, and professional development</i></b> into a schoolwide reform plan designed to enable all students to meet challenging State or local content and performance standards.</p>		
<p><b>Marginal (1-4 pts)</b></p> <ul style="list-style-type: none"> <li>The explanation addresses only one or two of the following: instruction, assessment, classroom management, professional development.</li> <li>The design is not comprehensive. The explanation does not address the alignment of all of the following: curriculum, technology, and professional development into a schoolwide reform plan to enable all students to meet challenging standards.</li> </ul>	<p><b>Somewhat Rigorous (5-8 pts)</b></p> <ul style="list-style-type: none"> <li>The explanation includes a description of integration of at least three of the following: instruction, assessment, classroom management, professional development.</li> <li>The comprehensive design is not specific in aligning the school's curriculum, technology and professional development into a schoolwide reform plan to enable all students to meet challenging standards.</li> </ul>	<p><b>Most Rigorous (9-12 pts)</b></p> <ul style="list-style-type: none"> <li>The explanation specifies how the adoption of this model integrates a comprehensive design that includes all of the following: instruction, assessment, classroom management, and ongoing professional development.</li> <li>The design specifically aligns the school's curriculum, technology and professional development into a schoolwide reform plan to enable all students to meet challenging standards.</li> </ul>
<p><b>Comments:</b></p>		<p><b>Points:</b></p>

5) Describe how your school's adoption of this model will a) <b><i>align with the professional development needs</i></b> identified through the school's improvement process and <b><i>provide high-quality and ongoing results-based professional development</i></b> that will result in continuous improvement of the skills necessary to successfully implement the model. b) Include a plan to measure the anticipated <b><i>changes of teacher effectiveness</i></b> and a timeline and description of the professional development program.		
<b>Marginal (1-5 pts)</b> <ul style="list-style-type: none"> <li>The description is unclear as to how the model and the professional development needs as identified through the school's improvement process are aligned.</li> <li>Only surveys will be used to measure changes in teacher effectiveness.</li> <li>The timeline and description of the professional development program is not detailed or not appropriate to the model or identified needs.</li> <li>Professional development activities consist of many one-time events and stress attendance not results.</li> <li>Professional development opportunities are planned for teachers, and administrators.</li> </ul>	<b>Somewhat Rigorous (6-10 pts)</b> <ul style="list-style-type: none"> <li>Alignment between the model and the professional development needs identified through the school's improvement process is explained in detail.</li> <li>Multiple methods and/or instruments will be used to measure changes in teacher effectiveness.</li> <li>A detailed timeline and description of the professional development program is provided.</li> <li>Professional development is ongoing and continuous (not one-time events) and results-based (not seat time).</li> <li>Professional development opportunities are planned for teachers, paraeducators, administrators, and parents.</li> </ul>	<b>Most Rigorous (11-15 pts)</b> <ul style="list-style-type: none"> <li>Alignment between the model and the professional development needs identified through the school's improvement process is explained in detail.</li> <li>Multiple methods and/or instruments will be used to measure changes in teacher effectiveness.</li> <li>A detailed timeline and description of the professional development program is provided.</li> <li>Professional development is ongoing and continuous (not one-time events) and results-based (not seat time).</li> <li>Professional development opportunities are planned for teachers, paraeducators, administrators, and parents.</li> </ul>
<b>Comments:</b>		<b>Points:</b>

6) a) Describe the <i>measurable goals and benchmarks</i> for student performance based on the Title I Transitional Assessment Plan. Include a description of additional assessments and indicators of student performance relevant to the model or in use in the school's assessment system. b) Describe how the <i>progress of implementing</i> the CSR model will be evaluated.		
<b>Marginal (1-4 pts)</b>	<b>Somewhat Rigorous (5-9 pts)</b>	<b>Most Rigorous (10-12 pts)</b>
<ul style="list-style-type: none"> <li>Progress goals for STARS assessments or Federal Accountability (AYP) are provided.</li> <li>Indicators of student performance that will be used are included but are not well defined or use only one assessment instrument.</li> <li>The evaluation of progress in implementing the reform includes student performance, professional development and organizational change.</li> <li>Goals were not described for professional development and organizational change.</li> </ul>	<ul style="list-style-type: none"> <li>Progress goals for STARS assessments or Federal Accountability (AYP) are provided.</li> <li>Locally designed or model specific instruments will be used to measure student performance. Evidence of validation, reliability, or standardization of the assessment instruments is minimal.</li> <li>The evaluation of progress in implementing the reform includes data on student performance, professional development and organizational change but data are not connected.</li> <li>Goals are listed but not well defined for professional development and organizational change.</li> </ul>	<ul style="list-style-type: none"> <li>Progress goals for STARS assessments or Federal Accountability (AYP) are provided.</li> <li>Multiple, validated and reliable or standardized assessments of student achievement (based on the model or in use in the district) will be used to measure success of the school reform effort.</li> <li>The evaluation of progress in implementing the reform connects student performance and professional development data to data on organizational change.</li> <li>The evaluation of progress in implementing the reform measures progress toward stated goals.</li> </ul>
<b>Comments:</b>		<b>Points:</b>

7) Explain how the school's adoption of this model provides for the <i>meaningful involvement of parents and the local community</i> in planning and implementing school improvement activities.		
<b>Marginal (1-2 pts)</b>	<b>Somewhat Rigorous (3-4 pts)</b>	<b>Most Rigorous (5-6 pts)</b>
<ul style="list-style-type: none"> <li>There is no meaningful involvement of parent in either planning or implementing school improvement activities.</li> <li>There is no meaningful involvement of the local community in either planning or implementing school improvement activities.</li> </ul>	<ul style="list-style-type: none"> <li>There is an explanation of how parents will be involved in either planning or implementing school improvement activities but not both. The involvement may or may not be in meaningful ways.</li> <li>There is an explanation of how the local community will be involved in either planning or implementing school improvement activities but not both. The involvement may not be in meaningful ways.</li> </ul>	<ul style="list-style-type: none"> <li>The explanation is specific as to how parents will be involved in a meaningful way with both planning and implementing school improvement activities.</li> <li>The explanation is specific as to how the local community will be involved in a meaningful way with both planning and implementing school improvement activities.</li> </ul>
<b>Comments:</b>		<b>Points:</b>

8) Describe the school's plan to <i>utilize high-quality external support and assistance</i> from a comprehensive school reform entity (which may be a university or ESU) with experience or expertise in schoolwide reform and improvement for the effective implementation of this proposal.		
<b>Marginal (1-2 pts)</b>	<b>Somewhat Rigorous (3-4 pts)</b>	<b>Most Rigorous (5-6 pts)</b>
<ul style="list-style-type: none"> <li>The plan does not indicate an extensive or sustained nature to the external support and assistance.</li> <li>There is no indication of experience or expertise in schoolwide reform and improvement in the entity selected for assistance.</li> </ul>	<ul style="list-style-type: none"> <li>The plan indicates external support but is not detailed or is not reflective of high-quality, sustained assistance.</li> <li>The entity may or may not have experience or expertise in schoolwide reform and improvement.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a specific plan to utilize high-quality external support and assistance.</li> <li>The comprehensive school reform entity has experience or expertise in schoolwide reform and improvement.</li> </ul>
<b>Comments:</b>		<b>Points:</b>

9) Describe how the proposed model for school reform will be implemented. Provide a <i>timeline of activities and benchmarks</i> for denoting progress of implementation.		
<b>Marginal (1-2 pts)</b>	<b>Somewhat Rigorous (3-4 pts)</b>	<b>Most Rigorous (5-6 pts)</b>
<ul style="list-style-type: none"> <li>The timeline and benchmarks are ambiguous or confusing.</li> <li>The description may or may not include the model's implementation requirements and procedures.</li> </ul>	<ul style="list-style-type: none"> <li>The timeline for implementing the model contains the activities but does not specify benchmarks for denoting progress in implementation.</li> <li>The description attempts to explain the model's implementation requirements and procedures, but not in detail.</li> </ul>	<ul style="list-style-type: none"> <li>There is a specified timeline for implementing the school reform model that includes benchmarks for accomplishing the activities.</li> <li>The description specifies the model's implementation requirements and procedures.</li> </ul>
<b>Comments:</b>		<b>Points:</b>

**Part IV. Budget Information** (35 points possible)

**1. Budget and description of use of funds**

\_\_\_\_\_(5 points) Budget accounts for all funds requested by object code but description of use of funds is not precise.

\_\_\_\_\_(10 points) Budget accounts for all funds requested by object code and description of use of funds is clear.

**2. Reallocation of Resources**

\_\_\_\_\_(5 points) The amount and source of funds and resources to be reallocated or directed toward supporting this CSR project include district and at least 2 other sources.

\_\_\_\_\_(10 points) The amount and source of funds and resources to be reallocated or directed toward supporting this CSR project include district and at least 3 other sources.

\_\_\_\_\_(15 points) The amount and source of funds and resources to be reallocated or directed toward supporting this CSR project include district and at least 4 other sources.

**3. Sustaining reform**

\_\_\_\_\_(5 points) The explanation provides evidence of planning to sustain the project.

\_\_\_\_\_(10 points) The district has made a commitment to continue CSR project when these federal funds are no longer available. This commitment is evident through the reallocation of resources or other definite plans.

# Appendix C

## Comprehensiveness Rubric

Comprehensive School Reform Grants  
Comprehensiveness Rubric

Key Elements	Not Comprehensive (1 point)	Somewhat Comprehensive (2 points)	Most Comprehensive (3 points)	Points (Total)
CSR Framework	The school's reform plan and its adopted model do not address all eleven components in the CSR framework, nor address how the components will be integrated in a coherent strategy. For some or most components, a continuation of existing activities is planned with no new or expanded activity suggested. Little or no attention is given to coordinating the reform activities.	The school's reform plan and its adopted model, taken together, address and integrate all eleven components in the CSR framework into a coherent strategy for school improvement. New or expanded activity is planned for only some of the components. While coordination is an objective of the plan, the plan does not outline a clear strategy for coordinating among new, expanded, and existing reform activities.	The school's comprehensive reform plan and its adopted model, taken together, address and integrate all eleven components in the CSR framework into a coherent strategy for school improvement. New or expanded activity is planned for each component, as well as coordination among new, expanded and existing reform activities.	
All Students Served	The school reform plan is developed to serve only a limited number of students, such as those with low achievement in a particular subject matter area (e.g., reading). Only a few grade levels or a few students in each grade level are to be served by the plan. The plan does not address the needs of sub-populations within the school, for example students with disabilities or those with limited English proficiency that are served by the school.	The learning needs of all students in the school are used to develop the school's comprehensive reform plan and to select its adopted model. However, the instructional design, goals, assessments and services of the plan and adopted model will be applied primarily to one subset of students, e.g., those with low achievement in reading or math. Some consideration is given to the needs of sub-populations within the school, for example students with disabilities or those with limited English proficiency that are served by the school.	The learning needs of all students in the school form the basis for developing the school's comprehensive reform plan and in selecting its adopted model. While there is a particular emphasis on raising achievement for the lowest-performing students, learning is improved for all students in the school based on the instructional design, goals, assessments, and service commitments established in the school's comprehensive reform plan and adopted model. The plan specifically addresses the needs of sub-populations within the school; for example students with limited English proficiency and those with disabilities that are served by the school.	

Key Elements	Not Comprehensive (1 point)	Somewhat Comprehensive (2 points)	Most Comprehensive (3 points)	Points (Total)
<b>Curriculum</b>	While the school's plan contemplates comprehensive reform, its reform initiatives are not integrated within the school-wide curriculum scope and sequence, e.g., reform initiatives are primarily limited to after-school or pull out activities not integrated into the regular school curriculum. Neither the school's plan nor its adopted model is focused on integrating its instructional reforms within and across grades or in the core academic program that forms the regular school day. Little attention has been given to aligning the school's reform plan and model with state and local standards and assessments.	Only some subject areas (e.g., language development) and some grade levels (e.g., K-3) have an integrated curricular scope and sequence within (or clearly addressed by) the school's plan and adopted model. The school plan and adopted model identify general areas in which the curriculum aligns with state and local standards and assessments.	The school's comprehensive reform plan together with the school's adopted model provides an integrated curricular scope and sequence (or a clear strategy for developing one) that covers each core subject area and all grade levels. The reform plan and the model are clearly aligned to state and local standards and assessments.	
<b>Instruction</b>	The school plan and adopted model do not include reforms in teaching and learning activities in core subjects. Reforms are primarily limited to activities not integrated into the regular school day and curriculum (e.g., after-school computer learning opportunities or individual student tutoring practices that are conducted independently of, and without improvements to, regular classroom instruction).	The school plan and the adopted model include reforms in teaching and learning activities in some core subject areas (e.g., reading or math) and/or some grade levels in the school (e.g., K-3)	The school plan together with the adopted model include reforms in teaching and learning activities among all teachers in each core subject area and at all grade levels.	

Key Elements	Not Comprehensive (1 point)	Somewhat Comprehensive (2 points)	Most Comprehensive (3 points)	Points (Total)
<b>Professional Development</b>	The school's professional development plan focuses primarily on a limited number of individual teachers, or on reform activities outside of the regular school curriculum and instruction. The plan provides for a limited number of training or awareness sessions, perhaps early in the school year, rather than continuing professional development over the course of the entire school year.	The professional development activities in the school's comprehensive reform plan and within its adopted model focus primarily on staff in a subset of subject matter areas or grade levels (e.g., reading instruction in grades K-3). Professional development addresses a subset of instructional content and methods, assessment, organizational and management issues. Professional development activities are scheduled periodically.	Based on an assessment of teacher's skills and knowledge, the school's comprehensive reform plan and its adopted model include continuous, ongoing high-quality professional development for all teachers and administrator in the school, addressing instructional content and methods, as well as assessment, organizational, and management issues necessary for the faithful implementation of the school's plan. Extensive time for ongoing professional development is embedded into the school calendar.	
<b>Benchmarking and Evaluation</b>	The school lacks specific benchmarks or its benchmarks are limited to monitoring reform activities that are independent of the teaching and learning activities and goals of the regular school day curriculum. Evaluation is limited to an annual review of school performance data (e.g., school-level assessment results, attendance rates).	While the school has benchmarks for the major elements in its reform plan and within its adopted model, it does not have a specific schedule for the frequent use of those benchmarks to assess its implementation progress, design next or remedial steps, and procure technical assistance. The evaluation strategy includes a substantial plan for formative evaluation but gives little attention to summative evaluation, or vice versa. The formative evaluation plan is focused primarily on the model in use, without addressing the school's broader comprehensive reform program.	Each major element in the school's comprehensive plan and its adopted model have specific benchmarks that the school will use to assess its implementation progress, to design next or remedial steps, and to procure technical assistance. Each year the school will assess and report on progress toward the benchmarks and develop a set of benchmarks for the coming year. The school has a clear evaluation strategy that explains how it will examine the implementation of its comprehensive reform program (including, but not limited to, any models adopted), as well as the impact of the reforms on student achievement.	